*Rigorous Student Work Tool*

**Higher Order Thinking Skills Evaluation**

RUBRIC

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|  | LEVEL ONE | LEVEL TWO | LEVEL THREE |
| **Knowledge** | Limited amount of information is recalled; answer is incomplete | Sufficient amount of facts are recalled; answer is complete and acceptable | Numerous facts and details are recalled; answer is thorough |
| **Comprehension** | Brief explanation of content; little or no evidence to support | Overall understanding of content; implied content/ issues not addressed | An interrelated, holistic interpretation of literal and implied content given; uses examples and illustrations to support |
| **Application** | Solution has none or a limited number of elements to support; solution is not workable | Workable solution is supported by an adequate number of generalizations and principles | Solution has a “new slant;” supports solution with an abundant amount of facts and details |
| **Analysis** | Solution shows minimal classification of elements; no relation between elements and their relation and structure to each other | Solution demonstrates the relation and structure between elements; recognized patterns; rationally supported | Solution classifies elements, their relationship to each other while identifying the arrangement and structure connecting them in a rational and persuasive manner |
| **Synthesis** | Solution lacks self-expression; some important elements excluded; solution not workable; not clearly communicated | Workable solution is new and includes essential elements; adequately communicated solution to the appropriate audience; demonstrates self-expression | Workable solution which is new and includes all parts; demonstrates unique self-expression; communication is directed to a specific audience in a unique and highly effective manner |
| **Evaluation** | Judgments have little or no support | Judgments are on both cognitive and effective levels; based on given criteria or selected remembered criteria | Judgments based on a variety of facets at both the cognitive and effective levels |